

Job Description

Title: Learning Support Teacher

Reporting to: Inclusion Leader

Responsible for:

- managing the provision for students with literacy, numeracy, communication, behaviour and global learning needs.
- supporting teachers' to effectively develop their classroom practice to meet the needs of a diverse range of students.
- developing Learning Support provision in response to the changing needs of the school.
- devising individual learning programmes for students with identified learning needs.
- supervising the work of Learning Support Assistants and as appropriate.
- liaising with parents and professional and clinical services from outside school.
- regularly monitoring the progress of students with individual learning programmes.

Duties:

Working with Students

- Support the learning of students in the classroom, extracted from lessons or at other times in the school day as appropriate.
- To work with students in small groups or individually to develop organizational skills, personal and academic confidence and to address literacy issues.
- To work with students to raise their academic aspirations.

Curriculum support

- To maintain an accurate LS register and develop the provision maps according to identified/assessed needs.
- To inform staff about pupils with LS and the current provision map and LS register efficiently and effectively in a timely manner.
- In line with whole school policy, provide advice and support for staff to develop teaching strategies, materials and tasks that will promote, develop and extend pupils' learning and progress.
- To provide specialist teaching support for identified/assessed individuals in the areas of numeracy, literacy and communication in line with current school-wide policy.

Recording

- To keep accurate digital and paper records of the provision made for pupils with LS needs via the Provision Map and other systems.
- To monitor the progress of the children identified on the LS register/provision map through formal and informal testing and assessment in order to establish that their needs are being met.
- To ensure accurate and timely information transfer takes place between teachers as pupils with LS needs move from one year group to the next, and/or one Key Stage to the next.

Reporting

- Where appropriate to discuss with parents their child's needs and to consider the ways in which school and home can work in partnership to ensure the child makes optimum progress.
- To collaborate with outside agencies to arrange any educational testing or intervention by support services.
- Attending half-termly parents' consultation meetings to provide feedback for specific students and general advice to parents as required.

Assessment & Identification

- Use the results of specialist tests and teacher reports to determine the level of need and provide students with appropriate support and intervention.
- To arrange internal testing for LS needs pupils to measure progress.
- To maintain accurate assessment records.
- Consideration of the records of pupils applying to the school who have LS needs, including an interview with the pupil and /or his/her parents to assess the school's ability to meet their needs and the suitability of the students for this education system.

Monitoring

- Attendance at Departmental and Phase Meetings as appropriate to monitor that pupils' needs are being considered and met effectively in all planning and developments.
- To monitor differentiated curriculum delivery through feedback from LS support staff and discussions with class teachers and review of lesson planning documents. To provide feedback to PSLT.
- Maintaining and updating school policy documentation with reference to LS pupils.
- Liaising with the Headteacher to arrange staff INSET as required.

General Reporting

- Writing reports, IEPs, references and letters of recommendation for pupils when required.
- Addressing staff briefing on LS matters

Amended Sep 2022